

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED	
A. PUBLICATION DATA							
1. REPORT NUMBER ED001681		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): Cangemi, Joseph P.						MICROFILM COPY AVAILABLE YES ☒ NO ☐	
5. TITLE OF DOCUMENT ABSTRACTED: World-of-Work Program: Specifics 1963-1964						COPYRIGHT GRANTED YES ☐ NO ☒	
6. PUBLICATION TITLE: N.A.						COPYRIGHT RELEASE FILED YES ☐ NO ☐	
7. EDITOR(S): N.A.				8. PLACE OF ORIGIN City School District Madison Area Project Syracuse, New York CITY, STATE		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE City School District, Madison Area Project, Syracuse, New York						OTHER ERIC REFERENCES:	
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. 12/63	13. TOTAL PP. 10	TELE. INST/LOC CODE	EXT.	ERIC SATELLITE CODE	
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR report			
16. INDEXING TERMS (6-12)							
school dropouts		maladjustment characteristics		potential dropouts			
secondary education		adult education		vocational counseling		curriculum planning	
work-study programs		job training		student guidance		educational counseling	
				student motivation		student attitudes	
17. ABSTRACT (MAX. 250 WORDS) school-community programs, Madison Area Project, World-of-Work Program, Syracuse, New York							
Twelve characteristic symptoms of student maladjustment are listed in an attempt to help parents, teachers, and counselors to identify the potential dropout. To insure proper guidance and supervision of the training program, the selected students will attend a Vocational Orientation weekend and will then report for job interviews, beginning new experiences at their respective training stations. Students and their parents will be informed of the rules and regulations of the program. Students deliberately violating the most serious regulations, such as stealing from an employer, will be dismissed from the program immediately. Student follow-up techniques will include: <u>counseling</u> - one-to-one counseling sessions will be a part of each students' program at least once a week; contacting employers; <u>reports</u> - pertinent information on each student will be on file in the coordinator's office; <u>job changes</u> - a change of training or environment will be effected for the good of both the student and the employer; <u>testing</u> - at the beginning of an end of the school year, testing will compare and determine the relative effectiveness of the experiences; and <u>parent-teacher contacts</u> - periodically, parents and teachers will be asked to evaluate student behavior, particularly that relating to school adjustment and satisfaction. To know as much as possible about each student in the program, interviews and tests (intelligence, aptitude, interest, and personality) will be administered. A typical student-trainee daily schedule is presented. Community support, expansion plans, and the advisory board are discussed.							
ERIC No.							
18. SOURCE OF ABSTRACT							
C. FUNDING DATA							
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.	
				22. TOTAL COST OF PROJECT		PROJECT NO.	
				23. DURATION OF PROJECT		U.S. Department of Health, Education, and Welfare Office of Education	

ED001681

Mulligan

CITY SCHOOL DISTRICT
MADISON AREA PROJECT
SYRACUSE, NEW YORK
13210

WORLD-OF-WORK PROGRAM

SPECIFICS — 1963 - 1964

Dr. Mario D. Fantini
Director

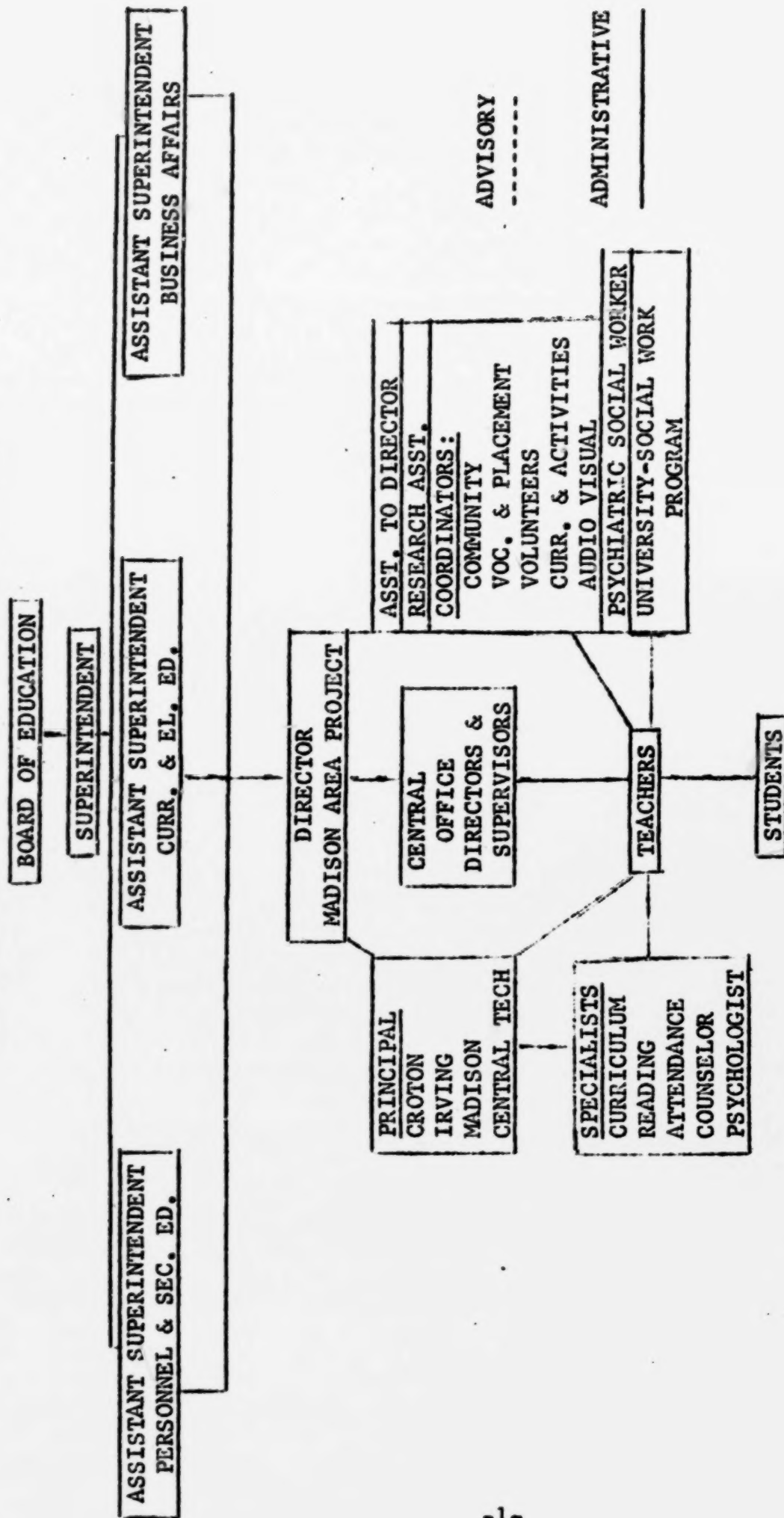
By:
Joseph P. Cangemi
Vocational and Placement Coordinator

Dr. Franklyn Barry,
Superintendent of Schools

**REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION**

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON
OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT
NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ORGANIZATION CHART FOR MADISON AREA PROJECT



SELECTION OF THE STUDENTS

The students involved in the program were selected on the recommendations of the principal, psychologist, guidance counselors, teachers, and social workers at the Madison Junior High School. Students themselves also applied for admittance into the program. After sufficient checking and screening, those students who it was felt could profit most from this type experience were accepted for the program. Parents gave their written permission for participation in the program. It was decided that the students should be paid a stipend for their training-center experiences.

It is important to note that the program was not constructed as a "dumping ground" for those hard core, acting-out students who cannot adjust effectively to the regular classroom situation, but for those students who show symptoms of maladjustment connected with dropping out of school:

1. Retardation in reading and arithmetic.
2. Poor work habits.
3. Irregular and intermittent attendance.
4. Poor scholastic achievement.
5. Lack of ambition or incentive.
6. Withdrawal symptoms.
7. Obsession for economic independence.
8. Occupational mindedness.
9. Negative views of education by parents.
10. Frequent tardiness.
11. Non-acceptance by school mates.
12. Performance consistently below potential.

There are more than these symptoms reported here. They are but a sample of the types of behavior found in school dropouts. They are found in some graduates too, but school leavers tend to have them in greater quantities than do graduates.

Additional materials will become available during the course of the school year to further assist in the identification of potential school leavers.

EMPLOYER INTERVIEWS

To insure the proper guidance and supervision of the Madison Area Project "World-of-Work Training Program," the selected students will first attend the Vocational Orientation Weekend at Rotary Park, and then, at the rate of four or five per week, under the direction of the program director, will report for job interviews and begin their new experiences at their respective training stations. The coordinator, under these conditions, can assist individual students as the need arises to make any adjustments in the transition from a full-day in the academic environment to a half-day there and a half-day in the community. By starting off slowly, more control can be exercised over the students and the direction of the program.

STUDENT RULES AND REGULATIONS

So that each student will not be guessing as to what rules he is expected to follow, a list of rules and regulations are distributed to each student in the program and to his parents. Students deliberately violating the most serious regulations, such as stealing from an employer, will be dismissed from the program immediately. Parents will be expected to assist the school in matters connected with the regulations of the program.

STUDENT FOLLOWUP TECHNIQUES

A. Counseling

One-to-one counseling sessions will be a part of each student's program at least once a week. Such an experience will give the student an opportunity to get things "off his chest," so to speak, while at the same time fostering emotional growth and development. Explorations into job problems, home and school problems, among other things, will be attempted.

Group counseling will take place daily for some part of the personal and vocational adjustment period. Explorations into vocational problems as a group will be possible, as well as discussions related to other areas of life.

B. Employer Contacts

Close contact between the program coordinator and the training center employer and supervisor will take place so that difficulties and progress concerning each student might be noted and dealt with adequately.

C. Reports

Periodic reports will be placed into each student's folder, which will be kept by the program coordinator. Memos, coordinator reports, employer reports, student reports, and other pertinent information will be on file on each trainee in the coordinator's office. Teacher communications on each student will also be located there.

D. Job Changes

As a part of followup services, should a student fail to adjust to the job-station or training center to which he is assigned, a change of training or environment will be effected both for the good of the student and the employer.

E. Testing

At the beginning and end of the school year, interviews and tests will be administered to each student. Comparisons of pre-school year and post-school year test data will be made to determine the relative effectiveness of the experiences. Tests will also be given to assist in assessing the potential of each individual student in the program.

F. Parent-Teacher Contacts

Periodically, parents and teachers will be asked to evaluate student behavior, particularly that relating to school adjustment and satisfaction.

THE PROGRAM - ACTION PHASE

Rotary Park - Vocational Orientation

Through the joint cooperation of the Syracuse Rotary Club, the Salvation Army, and the Madison Area Project, two weekends have been set aside, one for the boys and one for the girls, at Rotary Park in Chittenango, New York. The weekends will be in September. This facility offers a setting away from both the normal scholastic activity and the urban environment that are a matter of routine for the students. Opportunities for wholesome leisure time activities, supervised recreation, good food, improved student-counselor relations & vocational orientation discussions give an approach to the subject of the "world-of-work" a unique beginning in an excellent setting. Closer coordination, improved student-counselor and building rapport, trust and confidence are some other advantages of such a weekend. The weekend is an integral part of the experiences of a pupil in the World-of-Work Program.

THE STUDENT PROFILE

In order to know as much as is possible about each student in the World-of-Work Training Program, interviews and tests will be administered. Social workers of the Madison Area Mental Health unit will participate in conducting these interviews. The tests that will be administered are intelligence tests, aptitude tests, interest tests, and personality tests. The results of these tests will not be used for

conclusive evidence in any respect, but will serve to furnish the school with some basic information upon which further explorations might be made. One of our basic goals is to introduce to each student areas of employment compatible with his social, intellectual, and psychological needs.

A. INDIVIDUALIZED STUDENT PROGRAMS

Each student participating in the Madison Area Project "World-of-Work Training Program" will have a program suited to his particular needs. A definite part of every student's program in the training project will be the vocational and personal adjustment course, as well as the necessary core courses. The on-the-job training hours in the afternoon will be suited to meet the needs of individual employers. They will, in any event, meet the prevailing child labor laws, except as in those cases where the law has made special considerations. The stipend paid to each student will be determined by the Madison Area Project and the employer. Private employers will be responsible for compensation and liability coverage. They will also be responsible for payment of trainees' salaries. The City School District, Syracuse, New York, will be responsible for those students undergoing on-the-job training on its premises.

B. ASSIGNMENT OF TRAINING CENTERS

With the help of the student profile and several interviews, training centers will be determined for each student. Students will not be placed in a training situation simply because it is available; rather, they will be placed in on-the-job training that coincides with their personalities and abilities. Only under these conditions, it is felt, can motivation and interest in the academic side of education

develop. Improvement of self-concept will be closely connected with vocational satisfaction and success.

C. THE EMPLOYER-STUDENT INTERVIEW

As a part of vocational-social development, each student in the program will report to his prospective employer prior to reporting for training. In this way the student has an opportunity to experience a "real-life" interview, which he can both discuss and analyze for positives and negatives in a classroom situation or in a counseling session. Getting working papers, physical exams, and the other activities that are legally necessary to prepare for work is part of the experiences each child undergoes before starting work. The coordinator acts as a guide during the process.

D. A TYPICAL STUDENT-TRAINEE DAILY SCHEDULE

AM

8:00----- Course: Personal and Vocational
8:45----- Adjustment - The entire group meets at Madison Junior High School as a group for this period
8:50----- Core Course - The students disperse and go to their assigned classrooms. They attend the core course with the rest of the student body; they do not
11:30----- attend as a separate group.
11:30-12:00--- Lunch - Study - Flexible Period.
Some students go to lunch, others will go to their work stations. Each child in the program has an individual program and should follow his schedule.

PM

12:00 Noon---- On-the-Job Training
Each student reports to his designated training center. The hour a student has to be there may vary from one student to another. If a student doesn't have to report to work until 1:30 PM, then he may take an additional course until sufficient time has elapsed so he can leave for his work station. At no time should a child be walking the
4:00 or 5:00- halls with nothing to do.

The coordinator, together with another individual assigned to assist him by the director of the Madison Area Project, will spend 30-45 minutes weekly, either in the morning, afternoon, or evening, with the student - whichever is most convenient - for individual counseling sessions. The group and individual counseling sessions in the program are considered among the most fundamental approaches to the retention of potential dropouts.

COMMUNITY SUPPORT

Community support for the program will be handled by the Public-Relations Coordinator. An effort along these lines will positively affect the community's attitude, both toward the World-of-Work Training Program, the Madison Area Project itself, and the dropout. Explanation of the program to various employers during the course of the year will be necessary to insure expansion of the program.

EXPANSION INTO THE SENIOR HIGH SCHOOL

Expansion of the Madison Area Project "World-of-Work Training Program" into the senior high school will be planned this year so that the transition can take place during the 1964-1965 school year.

THE MADISON AREA PROJECT "WORLD-OF-WORK" ADVISORY BOARD

From among the leading citizens in the Syracuse area, an advisory board will be implemented. The most fundamental areas of importance to the program will be discussed by this group, who will represent labor, legal, educational, and financial institutions within Syracuse. Their assistance in solving the major obstructions that develop from

time to time will prove to be a big factor in the program's successful operation.

PARTNERSHIPS

Madison Area Project partnerships have been established with the following local organizations,

Mayor's Commission on Youth

Youth and Work Project of the Onondaga County
Youth Board

The Syracuse Manufacturer's Association

The Junior Chambers of Commerce

The Syracuse Rotary

The Syracuse Optimist Club

The Syracuse Council of Social Agencies

MADISON AREA PROJECT - SPECIAL SERVICES

Available to students of the Training Program will be the combined services of the entire staff of the MAP. This staff includes the following skills and services:

Dr. Mario D. Fantini, Director
Mrs. Shirley W. Hall, Assistant to the Director
Mrs. Mary F. Lynch, School Volunteer Coordinator
Mr. Kermit B. Nash, Mental Health Coordinator
Mr. Gerald Weinstein, Curriculum & Activities Coordinator
Mr. Waldo D. Whitney, Supvr., School of Social Wk., SU
Mr. David Anderson, Communications Media Consultant
Mr. Paul Holmes, Psychologist at Madison JHS
Mr. Joseph P. Cangemi, Coordinator of the "World-of-
Work Training Program"

JPC:ic
12/12/63